

# **STATE OF MAINE DEPARTMENT OF EDUCATION**

**January 31, 2003  
Susan A. Gendron, Commissioner  
Revised  
June 5, 2003**



## **Consolidated State Application Accountability Workbook**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

## Summary of Implementation Status for Required Elements of State Accountability Systems

| Status   | State Accountability System Element |  |
|--|-------------------------------------|--|
| <b><u>Principle 1: All Schools</u></b>                   |                                     |  |
| F  | 1.1                                 | Accountability system includes <i>all schools and districts in the state</i> .   |
| F  | 1.2                                 | Accountability system holds <i>all schools to the same criteria</i> .  |
| P  | 1.3                                 | Accountability system incorporates the <i>academic achievement standards</i> .   |
| P  | 1.4                                 | Accountability system provides <i>information in a timely manner</i> .   |
| F  | 1.5                                 | Accountability system includes <i>report cards</i> .   |
| P  | 1.6                                 | Accountability system includes <i>rewards and sanctions</i> .  |
| <b><u>Principle 2: All Students</u></b>                  |                                     |  |
| P  | 2.1                                 | The accountability system includes <i>all students</i>   |
| P  | 2.2                                 | The accountability system has a consistent definition of <i>full academic year</i> .   |
| P  | 2.3                                 | The accountability system properly includes <i>mobile students</i> .   |
| <b><u>Principle 3: Method of AYP Determinations</u></b>  |                                     |  |
| P  | 3.1                                 | Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .   |
| P  | 3.2                                 | Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .  |
| P  | 3.2a                                | Accountability system establishes a <i>starting point</i> .  |
| P  | 3.2b                                | Accountability system establishes <i>statewide annual measurable objectives</i> .  |
| P  | 3.2c                                | Accountability system establishes <i>intermediate goals</i> .  |
| <b><u>Principle 4: Annual Decisions</u></b>              |                                     |  |
| P  | 4.1                                 | The accountability system <i>determines annually the progress</i> of schools and districts.  |
| <b><u>Principle 5: Subgroup Accountability</u></b>       |                                     |  |
| P  | 5.1                                 | The accountability system <i>includes all the required student subgroups</i> .   |
| P  | 5.2                                 | The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .  |
| F  | 5.3                                 | The accountability system includes <i>students with disabilities</i> .   |
| F  | 5.4                                 | The accountability system includes <i>limited English proficient students</i> .  |
| P  | 5.5                                 | The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.   |
| P  | 5.6                                 | The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups. |
| <b><u>Principle 6: Based on Academic Assessments</u></b> |                                     |  |
| F  | 6.1                                 | Accountability system is based <i>primarily on academic assessments</i> .  |

### **Principle 7: Additional Indicators**

|   |     |  |
|---|-----|--|
| P | 7.1 | Accountability system includes <i>graduation rate for high schools</i> .                                   |
| F | 7.2 | Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> . |
| P | 7.3 | Additional indicators are valid and reliable.  |

### **Principle 8: Separate Decisions for Reading/Language Arts and Mathematics**

|   |     |   |
|---|-----|---|
| F | 8.1 | Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> . |
|---|-----|---|

### **Principle 9: System Validity and Reliability**

|   |     |   |
|---|-----|---|
| P | 9.1 | Accountability system produces <i>reliable decisions</i> .                            |
| P | 9.2 | Accountability system produces <i>valid decisions</i> .                               |
| P | 9.3 | State has a plan for addressing <i>changes in assessment and student population</i> . |

### **Principle 10: Participation Rate**

|   |      |  |
|---|------|--|
| P | 10.1 | Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.            |
| P | 10.2 | Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> . |

#### **STATUS Legend:**

F – Final policy

P – Proposed Policy, awaiting State approval

W– Working to formulate policy

## **PART II: STATE RESPONSE AND ACTIVITIES FOR MEETING STATE ACCOUNTABILITY SYSTEM REQUIREMENTS**

### **VISION FOR EDUCATION IN MAINE:**

#### **SMART STUDENTS WHO ARE GOOD PEOPLE AND LEAD HEALTHY LIVES**

Maine's approach has led to great results in terms of student academic performance, as can be seen in the state's performance on the National Assessment of Education Progress (NAEP) over the years. Maine students have placed Maine in the highest, second or third place in the nation in six of the last seven tests administered. In our two largest disaggregated groups, Maine also scores well ahead of the nation based on gender and based on poverty. These are results to be proud of, but they also show that we have a long way to go if we are to meet the full promise of *Learning Results* – high performance for each student. For the past four years, Maine Educational Assessment (MEA) results have no longer been reported using comparison bands based on socio-economic characteristics, since our goal is for every school and student to perform at high levels regardless of socioeconomic status.

In Maine, it is not enough for our students to show strong academic performance. As we prepare young people for the adult lives they will lead, it is critically important that they learn to be good people and practice healthy behaviors. "Taking Responsibility," the report of Maine's Commission on Ethical and Responsible Student Behavior, has become a guide for schools in developing character education programs. *NCLBA* supports the work in Maine to place this in the center of the learning environment, establishing safe and drug-free schools through proactive approaches instead of simply reacting once students are violent or involved with substance abuse. Maine's mentoring programs, work with the

National Center for Student Aspirations, and the federally funded Character Education grant program are all beginning to show positive results in this regard.

Maine was the first state to include health education on the state assessment of learning standards. Student performance on the MEA subtest for Health is one of the highest of the content areas. Reduced teen pregnancy rates, and a significant decrease in teen smoking indicate that students are applying what they know. There are many separate initiatives to promote healthy behaviors, like healthy eating and physical activity, and linking these behaviors to students as learners. Maine's coordinated approach to all of these initiatives is showing promising results for our youth.

A summary of Maine's plan to implement the system of *Learning Results* in each public school and for each student was submitted with as part of the June 12 submission of the Consolidated Application. Since the June 12 submission, state leadership has held or presented at almost 30 meetings to aid in the development of the plan that follows. This includes presentations at board meetings of education and business organizations, internal Department informational meetings, forums broadcast using Maine's interactive distance learning system, workshops at the invitation of regional collaboratives or school administrative units, and an extended press conference.

## **OVERVIEW OF MAINE'S CONSOLIDATED ESEA PLAN**

The linkage between Maine's plan to implement the system of *Learning Results* and the federal *No Child Left Behind Act* is clear. While the use of terms may differ, the intent of each is the same: setting high performance standards for each and every student, providing resources and supports to give each student access to these standards, delivering quality programs, measuring progress, and holding students and school administrative units accountable for results. Throughout, the focus is on the learning of each student. Each program, whether new or ongoing, must operate in a way that maximizes student opportunities to learn. When student performance indicates that outside assistance is needed, that assistance must focus on improving student performance rather than on distracting adults from this purpose by adding paperwork requirements. Both Maine and the federal plan have the same overarching goal: each child will meet high performance standards.

Over the past several months, Maine DOE has engaged in dialogue with stakeholders throughout the state and with USDOE, from educators in the field, to members of the public and business sector, to USDOE to evaluate the best way to reconcile the methodologies implicit in the NCLB and Maine approaches to accountability. Thinking clearly about the purposes of assessment - to serve accountability or to inform teaching and learning - will guide our approach to meeting the federal law and honoring at the same time our Local Assessment Systems.

We intend to take advantage of the time available before grade level assessment results must be reported to USDOE in 2005-2006 to continue to study and debate the extent to which we can merge these purposes without compromising the intent and integrity of our Local Assessment Systems. At the same time, we will be developing the supportive infrastructure needed for ensuring success. It will take time for us, LEAs and Maine DOE, to fully internalize the vision we have for our students, to turn words into actions. While we appreciate the need for a decision, we must be thoughtful and diligent in protecting the integrity of our work. The decisions we will make over the next several months will drive policy decisions that will impact our children for many years to come. We are committed to achieving clarity on the important issues in the very near future - if all goes well, by July 1, 2003- at which time we will submit an amendment to this plan, our final accountability plan.

### **Maine's Standards: the System of *Learning Results***

The Maine Legislature has voted five times on the different stages of the implementation of the state's standards, known as the system of *Learning Results*. The system of *Learning Results* includes broad Guiding Principles and defines high levels of understanding and application of knowledge in eight Content Areas: English Language Arts, Mathematics, Science & Technology, Social Studies, Health &

Physical Education, Visual & Performing Arts, Career Preparation, and Modern & Classical Languages. Following establishment of the Task Force to develop a system of standards in the early 1990's, the Legislature in 1997 adopted, for each Content Area, challenging Content Standards that are defined by Performance Indicators grouped in four grade spans that cover the pre-kindergarten through twelfth grade education system. In 2001, Maine's education statutes were aligned with the system of *Learning Results* through passage of an Omnibus Bill for Learning Results Implementation. In the spring of 2002, rules governing educational programs and school approval were enacted. Throughout this process there has been extensive public involvement. This is the only approach that can work in Maine, where a high value is placed on the principle of local control and on the worth of each individual in the establishment of policy. Several statewide commissions have contributed to the implementation of the system of *Learning Results* and as described in the June 12 submission.

Maine statute and rules require that the Commissioner conduct a review of the content standards and performance indicators by content area on a four-year cycle beginning in the 2003-2004 school year. Each year two content areas will be reviewed: one from English Language Arts, Mathematics, Science & Technology, Social Studies; and one from Health & Physical Education, Visual & Performing Arts, Career Preparation, Modern & Classical Languages. If it is determined that any changes are to be made, the process must be that required for major substantive rulemaking, which concludes with action by the Legislature. The effective date of any changes will be included in the revised rule and will provide sufficient time for assessments to be adapted and fair notice to be given to students.

#### **Other Aspects of NCLBA Requiring Response During USDOE Peer Review:**

##### **1. Development of Grade Level Expectations in Reading and in Math**

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The system of *Learning Results* differs from *NCLBA* regarding the development of grade level expectations. Maine, like many other states, has standards for grade spans and not for each grade level in reading and mathematics. This purposeful state policy was determined following extensive discussion by educators and citizens, and with scientifically based research that the learning of children proceeds at varying rates, so the educationally sound approach to standards and assessment for accountability purposes must be based on grade spans. The Commissioner will establish grade level expectations for federal purposes only, as a subset of the required state comprehensive assessment system. Given the definition of grade spans and standards adopted by the Maine Legislature, this means that grade level expectations are needed for the grade span standards in reading and math for grades 3, 5, 6, and 7. Because these grade level expectations serve only a federal purpose, they will be adopted by the Maine Commissioner of Education in consultation with Maine educators using the same process as this ESEA Consolidated Application. This will be complete by August 2003.

- A. By April 2003, the Assessment Technical Advisory Committee will finalize the clusters of Content Standards.
  - 1) One English Language Arts cluster will include all reading Content Standards that will be assessed annually in grades 3-8.
  - 2) One mathematics cluster will include all mathematics Content Standards that will be assessed annually in grades 3-8.
- B. By May 2003, the LRSC will review Content Standards and Performance Indicators for the two clusters and determine how to develop grade level expectations for each content standard in the cluster:
  - 1) Either new Performance Indicators for the grades within the grade span, or
  - 2) New grade level performance requirements for the existing grade span Performance Indicators.
- C. By July 2003, two groups of Maine educators, one for reading and one for mathematics, will be

convened to develop grade level expectations for the two content clusters. The groups will include teachers at each of the grades 3-8, curriculum coordinators, higher education curriculum specialists, and curriculum leaders in the Department.

- D. By August 2003, the LRSC will make recommendations on the proposed grade level expectations to the Commissioner, who will make a final decision about grade level expectations.
- E. By October 2003, the assessment development contractors will develop assessments of the grade level expectations and prepare the assessments for piloting in Maine school administrative units. These assessments will meet all technical standards specified in Me. Dept. of Ed. Reg. 127 once fully developed, and will be available for adoption as part of a school administrative unit's local assessment system by June 2005.

## **2. Other Decisions: Definition of a "Persistently Dangerous" School**

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: Title 4A personnel have worked with Maine principals, superintendents, State Police, and the Attorney General's Office to develop this definition, which is considered appropriately exclusive for federal purposes. MEDMS will provide common statewide data collection for this purpose to ensure that the same standard is applied in every school.

- A. A school will be identified as persistently dangerous if both of the following criteria are met:
  - 1) A violation of the Federal Gun Free Schools Act as determined by the school board;
  - 2) Conviction for a violent criminal act (homicide, rape, robbery or aggravated assault) on school property 3 years in a row; and
  - 3) 2% or more of the student body expelled by the school board for a violation of alcohol, tobacco and other drug policy, or for a violation of the weapons or violence policy of a school 2 years out of 3.
- B. The LRSC will make a final recommendation to the Commissioner by April 2003 on the following:
  - 1) Further refinement of the definition of "violent criminal act" is currently being addressed by Maine educators and law enforcement;
  - 2) Any other aspects of the criteria that require clarification.

## **3. Other Decisions: Assessment of Paraprofessionals**

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The Commissioner will provide assessment tools for paraprofessionals who do not hold an Associates Degree or two years of college. These assessment tools will be:

- A. Achieving qualifying scores on the State Board of Education adopted "ParaPro" assessment, provided by Educational Testing Service (ETS)
  - or-
  - B. An assessment of multiple types of reliable evidence provided by the paraprofessional candidate, including juried portfolio, college credits, course and professional development credits, and commercial assessments.
- These Assessment tools will be:
- 1. A measure of knowledge of the teaching of reading or reading readiness, of the teaching of writing or writing readiness, and of the teaching of mathematics or mathematics readiness;
  - 2. Available for access at the local school administrative unit level;
  - 3. Incorporated into the appropriate educator certification rules of the State Board of Education (Maine Department of Education Regulations 013 and 118); and

4. Adopted and implemented in a timeframe for state and local implementation to meet the NCLBA deadline.

**PRINCIPLE 1. A SINGLE STATEWIDE ACCOUNTABILITY SYSTEM APPLIED TO ALL PUBLIC SCHOOLS AND LEAS.**

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|--|---|
| 1.1 How does the State Accountability System include every public school and LEA in the State?   | <p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> <li>The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).</li> </ul> | <p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs.</p> |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |   |
| <p>1.1 Accountability for every school and school administrative unit</p> <p><u>Advisory Committee:</u> Learning Results Steering Committee (LRSC)</p> <p><u>Proposed:</u> Maine’s Accountability System includes every public school. The definition of public school and LEA for AYP accountability purposes is the same as for Basic School Approval as specified in Me. Dept. of Ed. Reg. 125.</p> <p>"School" means an individual attendance center within a school administrative unit including any combination of grades pre-kindergarten through 12. An educational program located in or operated by a juvenile correctional facility, an educational program located in the unorganized territories and operated by the Department of Education, the Maine School of Science and Mathematics, and the Governor Baxter School for the Deaf shall be considered schools.</p> <p>"School administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district, or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools.</p> <p>A school administrative unit that does not serve all of grades K-12 will be considered for the grades it serves. A school that does not serve all of grades K-12 will be considered for the grades that it serves. Maine’s accountability system is based on holding a school administrative unit accountable for the performance of each school in the unit. If a school is identified based on performance of a grade level for one content area, the performance of the entire school administrative unit is reviewed. A school with no grades assessed under NCLBA, such as a K-2 school, is addressed as part of the review of a school administrative unit when a school in the school administrative unit is being considered for identification as a Priority School. To accomplish this, the Commissioner will back map from grade 4. Schools will be back mapped based on the school feeder pattern. In the absence of a distinct feeder pattern, students will be tracked back based upon the K-2 attendance site of the majority of the students.</p> |  |   |

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|--|---|
| 1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?  | All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.<br><br>If applicable, the AYP definition is integrated into the State Accountability System.   | Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination. |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |   |
| <p>1.2 Definition of Adequate Yearly Progress Based on Local Assessment Systems</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u> The criteria for adequate yearly progress, detailed in item 3.2, are applied uniformly to all public schools and school administrative units (defined in item 1.1), subject to subgroup size limitations detailed in item 5.5. Schools operated by local school boards, by the Department of Education in Maine's Unorganized Territories, and by the Department of Corrections for incarcerated youth are all subject to the same accountability system: all participate in the Maine Educational Assessment; all are required to adopt a local assessment system that meets the high technical standards of Me. Dept. of Ed. Reg. 127; all will be linked to the state using the Maine Education Data Management System; all are subject to state assistance if identified as a Priority School; and all have established improvement targets tailored to the performance of each school.</p>  |  |   |
| CRITICAL ELEMENT   | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
| 1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?   | State has defined three levels of student achievement: <i>basic</i> , <i>proficient</i> and <i>advanced</i> . Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels. | Standards do not meet the legislated requirements.  |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |   |
| <p>1.3 Number, Names, and Cut Scores of Performance Levels for MEA and Local Assessment System</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u> The MEA is the first indicator that identifies the need for a review of a school administrative unit by the Commissioner. Since 1985, the MEA has measured the performance of each Maine student in grades 4, 8 and 11. As such, it is one of the longest-standing state assessments in the nation. Effective with the 1998-1999 administration, the MEA was rewritten to be aligned with the content standards and performance indicators of the system of <i>Learning Results</i>. The MEA in the past has provided school performance data on selected content standards in six content areas, and individual student performance data on selected content standards in reading, mathematics, and science. Effective with the 2003-2004, the MEA will be administered only in March and will test only reading, writing, mathematics and science/technology at grades 4, 8, and 11.</p> <p>For both state and federal purposes, Maine plans to use the 2001-2002 MEA results as the baseline to meet <i>NCLBA</i> assessment requirements for Reading and Mathematics in grades 4, 8, and 11, and to consider results beginning in 1999-2000 to provide sufficient information in accordance with the subgroup size criteria detailed in item 5.5.</p> |  |   |



- A. There will be no change in the number or names of the performance levels for the MEA. After extensive discussion in 1999, it was decided that there would be four performance levels entitled “Does Not Meet the Standards,” “Partially Meets the Standards,” “Meets the Standards,” and “Exceeds the Standards.” The PAC has discussed this extensively over the past six months. Maine’s MEA performance level names were established with extensive participation of educators and citizens. The decision in 1999 and at present is to compare performance to a standard rather than labeling students. The performance level descriptions that were the basis of these processes were developed following extensive discussions that deliberately rejected “Proficient” as a label since Maine’s goal was for better performance than proficiency. The cut scores selected were based on high expectations for all students, rather than on the minimum level of proficiency required for each student.
- B. The cut score for federal “Proficient” for reading and mathematics, grades 4, 8, and 11 will be the cut score that divides “Partially Meets the Standards” and “Meets the Standards”
- C. The Policy Advisory Committee will undertake a review of MEA Cut Scores for a recommendation to the Commissioner.

Challenging statewide performance levels were established for the MEA in the fall of 1999. This was done by comparing the results of two standards-setting processes involving both of the Commissioner’s standing advisory committees on assessment (TAC and PAC).

The first standard-setting method, known as “Body of Work,” involved over 500 people. Groups of educators, higher education faculty, parents, and other Maine citizens gathered for three days to review scored student responses on the new MEA that had been developed in alignment with the system of *Learning Results*. Student work was placed in one of the four performance categories, which produced cut scores to divide the categories.

The second standard-setting method, known as “Contrasting Groups,” involved a sample of more than 1000 teachers. These teachers assigned their students to the four performance categories based on their usual quality of work, which also produced cut scores to divide the categories.

In 1999, the PAC compared the results of these two methods in the context of NAEP performance levels and other assessment data and made recommendations to the Commissioner on cut scores for each of the content areas and grade spans assessed on the MEA. The Commissioner adopted the recommendations of the PAC.

- 1) Beginning in the summer of 2008, the Commissioner will review cut scores to determine what adjustments are needed in all content areas every five years.

- E. The TAC will recommend guidelines to determine comparability across assessment systems.

Each school administrative unit must establish performance levels as part of its assessment system. One of the standards of a local assessment system, which must include the MEA as a component, is that the school administrative unit must conduct an analysis of how school performance using these performance levels compares to the unit’s MEA results, and must be able to explain the variance. This is known as comparability. The performance levels of the MEA are central to the local assessment system for each Maine school administrative unit, and the standard of comparability is essential to Maine’s system of *Learning Results*, which is based on the premise that students completing high school will have comparable high levels of knowledge across all required content areas. By April 2003, the Assessment Technical Advisory Committee will recommend to the Commissioner the criteria for “Comparability,” which each school administrative unit will apply as part of the adoption of a local assessment system.

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|--|--|--|
| 1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner? | State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.<br><br>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services. | Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 1.4 Timeliness of AYP decisions

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: Beginning with the 2003-2004 academic year, there will be one test administration that will take place from March 1-12, 2004. The MEA will no longer test social studies, health, and visual and performing arts. The assessment will consist of tests in reading, writing, mathematics, and science/technology. Parents will be informed of the status of their school and subgroup performance annually prior to the start of the school year through the state's school web profiles, as detailed in item 1.5. Given the proposal for subgroup size detailed in item 5.5, this means that parents will know well in advance of the final determination that identification is possible.

For the 2002-2003 school year, since the reading test was administered in December 2002, and we have just received the results, we will determine AYP status and publicize the list of schools named as Priority Schools for reading by July 1. As soon as the spring 2003 scores for mathematics are available, we will identify those schools not meeting AYP for mathematics, with the intent of completing this process by September 1 if at all possible. For 2003-2004 and subsequent years, AYP will be determined and Priority Schools identified before the beginning of the next academic year.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|---|---|---|
| 1.5 Does the State Accountability System produce an annual State Report Card? | The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].<br><br>The State Report Card is available to the public at the beginning of the academic year.<br><br>The State Report Card is accessible in languages of major populations in the State, to the extent possible.<br><br>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups | The State Report Card does not include all the required data elements.<br><br>The State Report Card is not available to the public. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 1.5 Reporting on School and Subgroup Performance

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The Maine School Profiles will serve to function as the State of Maine Report Card, Maine LEA Report Cards, and Maine School Report Cards

## State Report Card

### NCLB Requirements:

1. Disaggregate student achievement at each proficiency level on state academic assessments

#### Desegregations categories

- a. Race/Ethnicity  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - b. Gender  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - c. Disability Status  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - d. Migrant Status  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - e. English Proficiency  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - f. Status as Economically Disadvantaged  
*Maine School Profiles do not currently meet this requirement – Maine cannot comply with this requirement until 2003-2004 reporting.*
2. Information that provides a comparison between actual achievement levels of each group and the State's annual measurable objectives.  
*Maine School Profiles do not currently meet this requirement – target date for compliance June 30, 2003 – profiles will define scale score ranges for Does Not Meet Standard, Partially Meets Standard, Meets Standard, Exceeds Standard*
  3. The percentage of students not tested disaggregated by
    - a. Race/Ethnicity  
*Maine School Profiles do not currently meet this requirement – target date for compliance is July 30, 2003*
    - b. Gender  
*Maine School Profiles do not currently meet this requirement – target date for compliance is July 30, 2003*
    - c. Disability Status  
*Maine School Profiles do not currently meet this requirement – target date for compliance is July 30, 2003*
    - d. Migrant Status  
*Maine School Profiles do not currently meet this requirement – target date for compliance is July 30, 2003*
    - e. English Proficiency  
*Maine School Profiles do not currently meet this requirement – target date for Compliance is July 30, 2003*

- f. Status as Economically Disadvantaged  
*Maine School Profiles do not currently meet this requirement – Maine Cannot comply with this requirement until 2003-2004 reporting.*
- 4. The most recent 2- year trend in student achievement in each subject area, and for each grade level.  
*Maine School Profiles MEA reporting fulfills this requirement*
- 5. Aggregate information on any other indicators used by the State to determine AYP  
***Maine did not use any other indicators for 2001-2002***
- 6. Graduation rates for secondary school students – disaggregated by
  - a. Race/Ethnicity
  - b. Gender
  - c. Disability Status
  - d. Migrant Status
  - e. English Proficiency
  - f. Status as Economically Disadvantaged*Maine School Profiles do not currently meet this requirement – Maine cannot comply with this requirement until 2003-2004 reporting. Aggregate graduation rates are available on the Maine School Profiles.*
- 7. Information on the performance of LEAs regarding making adequate yearly progress, including the number and names of each school identified for school improvement  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
- 8. Teacher Qualifications
  - a. The professional qualifications of teachers in the State  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - b. The percentage of such teachers teaching with emergency or provisional credentials  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - c. The percentage of classes in the State not taught by highly qualified teachers – aggregate and disaggregated by poverty status  
*Maine School Profiles do not currently meet this requirement – Maine cannot comply with this requirement until 2003-2004 reporting.*

#### **Other Data in Maine School Profiles – State Level**

- ✓ General information regarding types of schools in Maine
- ✓ Staff educational attainment information
- ✓ Teacher salary information
- ✓ Per-pupil expenditures and Mill-Rate data
- ✓ Percentage of seniors intending to enroll in post-secondary education

## **Local Educational Agency Report Cards**

### **NCLB Requirements**

1. AYP
  - a. The number and percentage of schools identified for school improvement  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
  - b. How long the schools have been so identified  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
2. Student achievement on statewide academic assessment compared to students in the state as a whole  
*Maine School Profiles MEA reporting fulfills this requirement*

### **Other Data in Maine School Profiles – LEA Level**

- ✓ General information regarding the LEA, such administration and schools, and enrollment in LEA. If LEA has no schools, there is information on where students are tuitioned.
- ✓ Staff educational attainment information
- ✓ Teacher salary information
- ✓ Per-pupil expenditures and Mill-Rate data
- ✓ MEA scores (3 years) with comparison to State averages
- ✓ Graduation Rates
- ✓ Percentage of seniors intending to enroll in post-secondary education

## **School Report Cards**

### **NCLB Requirements**

1. Whether the school has been identified for school improvement  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003*
2. Student achievement on the statewide academic assessment compared to students in the local educational agency and the state as a whole  
*Maine School Profiles do not currently meet this requirement – target date for compliance is June 30, 2003 – Maine School Profiles currently only compares school to state – LEA comparison will be added*

### **Other Data in Maine School Profiles – School Level**

- ✓ General information regarding the administration and enrollment.
- ✓ Staff educational attainment information
- ✓ Teacher salary information
- ✓ MEA scores (3 years) with comparison to State averages
- ✓ Graduation Rates
- ✓ Percentage of seniors intending to enroll in post-secondary education

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|--|--|
| 1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? | State uses one or more types of rewards and sanctions, where the criteria are: <ul style="list-style-type: none"> <li>• Set by the State;</li> <li>• Based on adequate yearly progress decisions; and,</li> <li>• Applied uniformly across public schools and LEAs.</li> </ul> | State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 1.6 Sanctions and Rewards in Maine's Accountability System

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The basis for application of sanctions of rewards is the analysis that each school is subject to for consideration as a Priority School, as detailed in item 2.1. This term is used because identified schools are the lowest performing and slowest improving schools in the state and therefore represent the highest priority for state intervention to improve student performance.

##### A. Sanctions:

1. Once a school is identified as a Priority School, as detailed in item 2.1, the school administrative unit will receive MDOE Assistance in accordance with Me. Dept. of Ed. Reg. 125 and 127 in any content area of the system of *Learning Results*. Maine statute and rules require the Commissioner to provide assistance to school administrative units when warranted based on the performance of students in a school. The Department began piloting the School Assistance process in five locations statewide during the fall of 2001 and began using the same approach to assist Priority Schools identified based on ESEA during the fall of 2002. School Assistance personnel will submit a report to the School Board and to the Commissioner at the end of the school year and the Commissioner will determine whether to provide assistance for a second year, if there is reason to believe that this will make a difference for students. If the school is still identified as a Priority School but school assistance is determined to be ineffective, the Commissioner will decide what further action is needed to safeguard the learning of students in the school and school administrative unit.
2. Once a school doesn't make AYP for two years in reading or mathematics, it is identified as a Priority School and the timeline begins for federal sanctions.

##### B. Rewards:

The Commissioner will once each year publicly recognize schools that have the greatest rate of improvement in performance as well as those that are consistently high achieving.

In addition, rewards for high performance are provided in Maine Department of Education Regulation 127, Section 10.1.C, which allows the Commissioner to waive any provision of this rule for any Maine public school "upon finding that student performance in the unit exceeds expectations and that there is a Personal Learning Plan developed in accordance with subsection 3.04 (B) of this rule for each student in the unit."

## PRINCIPLE 2. ALL STUDENTS ARE INCLUDED IN THE STATE ACCOUNTABILITY SYSTEM.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|---|--|
| 2.1 How does the State Accountability System include all students in the State? | All students in the State are included in the State Accountability System.<br>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school. | Public school students exist in the State for whom the State Accountability System makes no provision. |

### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

#### 2.1 Inclusion of all students in accountability system

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: All students enrolled in schools and school administrative units, as defined in item 1.1, are included in the Maine’s Accountability system, as follows:

- Through school performance
- Through school subgroup performance
- Through school administrative unit performance, if the school is too small but the school administrative unit has enough students; or
- Through statewide subgroup performance, if the subgroup in a school is too small.

Maine’s proposal for identification of low-performing schools, known as “Priority Schools,” is based on using MEA results. By July 1, 2003, Maine will submit an amendment to this document delineating how the state will ensure identification of low-performing schools after further discussion of state versus Local Assessment plans.

- By June 2004, performance thresholds for Priority Schools will be established once MEA performance level cut scores have been established as detailed in item 1.3.
- The Technical Advisory Committee has considered the applicability of confidence intervals, as detailed in item 5.5 and has made a final recommendation to the Commissioner to use them. Each specified performance threshold will be adjusted by a statistically determined confidence interval that varies with grade level enrollment, as recommended by the Technical Advisory Committee.
- Beginning in 2002-2003, if the performance of a school, or any of the school subgroups detailed in item 5.2, is below any performance threshold on the required annual assessments, the Commissioner will inform the school of its Priority status.
- Verifiable data is not currently available on the subgroups that are required for full *NCLBA* implementation. There will be verifiable data on subgroups beginning with the 2002-2003 MEA, and it will be possible to aggregate and disaggregate data beginning with the 2003-2004 school year, when the Maine Education Data Management System (MEDMS) is implemented as detailed in item 2.3. Therefore, 2002-2003 is the baseline year for consideration of subgroup data, based on the implementation of MEDMS and clear guidance from the US Department of Education on racial and ethnic classification.
- While the MEA has been required for all public schools for 17 years, prior to 2002-2003 parents could excuse students from participation without consequence for the student or the school. As of the 2002-2003 administration of the MEA, all schools must have 95 percent of the enrolled students taking the assessment, as detailed in items 10.1 and 10.2, based on the implementation of MEDMS, detailed in item 2.3.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|---|---|---|
| 2.2 How does the State define "full academic year" for identifying students in AYP decisions? | The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP.<br>The definition of full academic year is consistent and applied statewide. | LEAs have varying definitions of "full academic year."<br>The State's definition excludes students who must transfer from one district to another as they advance to the next grade.<br>The definition of full academic year is not applied consistently. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 2.2 Consistent Definition of Full Academic Year

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The definition of full academic year should be linked to the counting of students for subsidy purposes, and the administration of the MEA should be consistent with these dates.

If a school administrative unit receives subsidy for educating a student, the student will be considered enrolled for federal accountability purposes. Specifically, a student will be considered to be enrolled in a school administrative unit for the first half of the school year if enrolled for the October 1 enrollment count, and for the second half of the year if enrolled for the April 1 enrollment count. This proposal will be considered by the LRSC, which will make a recommendation to the Commissioner by April 2003. For the purpose of NCLB accountability, "full academic year is defined as being continuously enrolled from October 1 through the March administration of the MEA.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING STATUTORY REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|--|--|
| 2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year? | State holds public schools accountable for students who were enrolled at the same public school for a full academic year.<br>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district. | State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.<br>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.<br>State holds public schools accountable for students who have not attended the same public school for a full academic year. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 2.3 Accountability for students enrolled part or all of a school year.

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: Before federal and state reporting requirements can be met, an integrated data management system must be implemented based on unique student identifiers.

The Commissioner will implement the new MEDMS to provide common data reporting for each school administrative unit and for the state, with consistent application of definitions of the required subgroups. In order to report and make judgments about students, schools, and subgroups at the local and state levels as required by *NCLBA* and Maine's accountability system, an integrated data management system is required that will track student performance from year to year and from school to school. Data management systems must be far more sophisticated than is currently the case both within the Department and in most local school administrative units. There is more data to be collected, and once



collected it must be retrievable for analysis and accessible to citizens. MEDMS will include data collection, storage, retrieval, access, analysis, reporting to meet *NCLBA* requirements locally, within state government, and between school administrative units, the state, and the federal government.

- A. The Commissioner has undertaken extensive research into data systems employed in other states, student information systems currently used by school administrative units, and the status of data silos within state government. Like the vast majority of states, Maine has no system to manage all of the data requirements of a standards-based education system, including following a student from one school or grade level to the next, even on the MEA. There is a great deal of redundant data collection within the Department of Education and across state agencies, with storage in hard copy format or in a computer database that requires specialized programming to access the information. The possibility of integrated data systems with other state agencies that are required to track data for federal purposes is being explored for future years, but this cannot be accomplished in time to meet *NCLBA* deadlines.
- B. The Department is currently evaluating four proposals received January 28 in response to the Department's RFP for implementation of MEDMS by July 2003. This RFP requires the MEDMS to meet all data requirements of *NCLBA*, including aggregation and disaggregation of student and school results.

**PRINCIPLE 3. STATE DEFINITION OF AYP IS BASED ON EXPECTATIONS FOR GROWTH IN STUDENT ACHIEVEMENT THAT IS CONTINUOUS AND SUBSTANTIAL, SUCH THAT ALL STUDENTS ARE PROFICIENT IN READING/LANGUAGE ARTS AND MATHEMATICS NO LATER THAN 2013-2014.**

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|--|---|
| 3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year? | The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts and mathematics, not later than 2013-2014. | State definition does not require all students to achieve proficiency by 2013-2014.<br>State extends the timeline past the 2013-2014 academic year. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

3.1 AYP targets for all students.

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed : Maine plans to use its statewide assessments administered in grades 4, 8, and 11 to make adequate yearly progress (AYP) decisions until 2005-2006, when assessments are required in grades 3-8 and high school. Beginning in 2005-2006, additional valid, reliable and comparable assessments will be utilized for AYP decisions

As detailed in items 3.2, 3.2.a, 3.2.b, and 3.2.c, separate AYP starting points and trajectories will be established for reading and for mathematics in grades 4, 8, and 11 initially, then for reading and mathematics for grades 3, 5, 6, and 7. Three-year targets will be established for each school, for each subgroup of each school, and for each statewide subgroup, as detailed in item 3.2.

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|--|---|
| 3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP? | <p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p> | State uses different method for calculating how public schools and LEAs make AYP. |

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 3.2 Accountability of subgroups, schools, school administrative units

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: Provide for accountability for improvement for every subgroup of students statewide, while focusing state resources on the lowest performing and not improving schools and school administrative units.

- A. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is at or above the state performance target for any year will be considered to be making adequate progress provided it meets the participation rate and the other academic indicator.
- B. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is below the state performance target that improves by decreasing the percentage of students who did not meet or exceed the standard by 10% can be considered to have met AYP under Safe Harbor, provided the school has met applicable attendance and graduation rate requirements.
- C. Any school, school subgroup, or, if a school subgroup is too small to be reported, school administrative unit subgroup that is below the state performance target that improves by less than the amount specified for the year as detailed in item 3.2.b or as detailed in item 3.2.c will be labeled as not making adequate progress for the school or subgroup with the following consequences:
  - 1) The school administrative unit must address this in the annual review of the Comprehensive Education Plan (Appendix B);
  - 2) The school administrative unit will receive state assistance if the school also meets the criteria for a Priority School or if any school in the school administrative unit fails to make adequate yearly progress.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|--|--|
| 3) The school administrative unit and school will be subject to federal sanctions as specified in <i>NCLBA</i> .  |  |  |
| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
| 3.2a What is the State's starting point for calculating Adequate Yearly Progress?   | <p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p> | The State Accountability System uses a different method for calculating the starting point (or baseline data).   |
| STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS  |  |  |
| <p>3.2 a. AYP starting points.</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u> Six starting points will be established: for reading and for mathematics for grade 4, grade 8, and grade 11. Using assessment data from the 2001-2003 academic years, the AYP starting points were determined using the method described in Section 1111 of NCLB. In determining the AYP status for individual schools, Maine will utilize confidence intervals at the 95% level and will apply the Safe Harbor provision as of the 2002-2003 academic year.</p> |  |  |
| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
| 3.2b What are the State's annual measurable objectives for determining adequate yearly progress?  | <p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup</p>   | <p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p> |

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|--|--|--|
|  | of students.   |  |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |  |
| <p>3.2.b Statewide annual improvement objectives</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u></p> <p>A. The annual goal for the state and for statewide subgroups will rise slowly at first to allow time for school improvements to be reflected in the grade-span scores for student achievement. Following this “start-up” period, the trajectory is a line up to 100% proficiency by 2014. Please see item 3.2.c.</p> <p>B. Any statewide subgroup that is below the state performance target and that improves by less than the amount specified will be labeled as not making adequate progress. The Department of Education will undertake an improvement plan to address performance of students in the statewide subgroup.</p> |  |  |
| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
| 3.2c What are the State's intermediate goals for determining adequate yearly progress?   | <p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> <li>•The first incremental increase takes effect not later than the 2004-2005 academic year.</li> <li>•Each following incremental increase occurs within three years.</li> </ul> | <p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p> |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |  |
| <p>3.2.c. Three-year performance targets for reading and for mathematics. (See Appendix C )</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u> The State has established intermediate goals that increase in equal increments over the period covered by the State timeline. For the three-year span 2002-2003, 2003-2004, 2004-2005, the anticipated increases will be conservatively defined to allow time for school improvements to be reflected in grade-span scores of student achievement.</p> <p>The first incremental increase takes effect not later than the 2004-2005 academic year.</p> <p>Each following incremental increase occurs within three years.</p>  |  |  |

**PRINCIPLE 4. STATE MAKES ANNUAL DECISIONS ABOUT THE ACHIEVEMENT OF ALL PUBLIC SCHOOLS AND LEAS.**

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS                               | EXAMPLES OF NOT MEETING REQUIREMENTS                             |
|--|---|--|
| 4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP? | AYP decisions for each public school and LEA are made annually. | AYP decisions for public schools and LEAs are not made annually. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS****4.1 Annual accountability decisions**

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: As with the Priority School identification detailed in item 2.1, the MEA will be the indicator of a school or school administrative unit's improvement. If MEA performance is below the improvement path for a school, school subgroup, or school administrative unit subgroup for the time interval detailed in item 5.5 based on the enrollment of the grade level being assessed, the Commissioner will undertake a review of the school administrative unit, as detailed in item 2.1, to determine whether the school, subgroup of school administrative unit subgroup has made adequate yearly progress.

**PRINCIPLE 5. ALL PUBLIC SCHOOLS AND LEAs ARE HELD ACCOUNTABLE FOR THE ACHIEVEMENT OF INDIVIDUAL SUBGROUPS.**

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS                                |
|---|--|---|
| 5.1 How does the definition of adequate yearly progress include all the required student subgroups? | Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.<br><br>Provides definition and data source of subgroups for adequate yearly progress. | State does not disaggregate data by each required student subgroup. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS****5.1 Subgroups Defined**

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: Before federal and state reporting requirements can be met, consistent application of definitions of the required subgroups must be established.

Aggregation and disaggregation requires consistent application of subgroup definitions. It is not yet clear what federal requirements are regarding how mixed-racial students should be classified, and to what extent parental preference must be honored in this regard. Many school administrative units have subgroups that are too small for results to be reported without violating student confidentiality. These so-called "invisible" students will be included in the statewide aggregated results for the subgroup. School performance for these subgroups will be addressed through the state accountability system detailed in item 3.2.b. The Commissioner will establish consistent student labels for the required subgroups as follows:

- 1) Students with Disabilities: each student who has been identified under IDEA and educated in accordance with an Individual Education Plan in accordance with Me. Dept. of Ed. Reg. 101; or
- 2) Low Income Students: each student who is eligible for free or reduced lunch;
- 3) Limited English Proficient Students: each student who is identified in accordance with *NCLBA* as a student with limited English proficiency;
- 4) Students in Racial or Ethnic Subgroups: each student identified in the required subgroups, which are African American, Asian, Caucasian, Hispanic or Latino, Native American, and Pacific Islander.

Student performance for each subgroup will be accurately tracked beginning with the 2002-2003 administration of the MEA using the Maine Education Data Management System, described in item 2.3.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|---|--|
| <b>5.2</b> How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?   | Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.   | State does not include student subgroups in its State Accountability System.   |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>   |   |  |
| <p>5.2 School and school administrative unit accountability for all required subgroups</p> <p><u>Advisory Committee:</u> Learning Results Steering Committee (LRSC)</p> <p><u>Proposed:</u> As described in item 5.1 and earlier items, schools and school administrative units are held accountable for all of the required subgroups, subject to subgroup size limitations as detailed in item 5.5 and student privacy considerations as detailed in item 5.6.</p>  |   |  |
| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS   |
| <b>5.3</b> How are students with disabilities included in the State's definition of adequate yearly progress?   | <p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p> | <p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p> |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>   |   |  |
| <p>5.3 Inclusion of students with disabilities</p> <p><u>Advisory Committee:</u> Learning Results Steering Committee (LRSC)</p> <p><u>Proposed:</u> Maine statute requires that each student enrolled in a public school or in a private school that educates 60% or more students at public expense must participate in the MEA. This may be accomplished through standard administration, administration with accommodations, or alternate assessment if the accommodations required would be so substantial that the content validity of the assessment would be compromised. Over the past year, the Maine Department of Education has been piloting its alternate assessment, the Personalized Alternate Assessment Portfolio (PAAP). During the 2002-2003 school year the Department will be field-testing the PAAP and setting performance standards that link to the MEA.</p> <p>All students with disabilities participate in the assessment system and contribute to adequate yearly progress. If necessary, participation is with accommodations or involves alternate assessment as specified in the student's IEP or 504 Plan. Performance of this subgroup will be judged by aggregated results of students assessed with and without accommodations and students assessed with alternate assessments. We recognize that this transition policy is temporary and that final IDEA regulations may reflect a different policy and/or different percentage. We further recognize that temporary acceptance of this does not constitute approval of Maine's alternate assessment.</p> |   |  |

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|---|---|
| 5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?  | All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.<br><br>State demonstrates that LEP students are fully included in the State Accountability System. | LEP students are not fully included in the State Accountability System.   |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |   |   |
| <p>5.4 Inclusion of students with limited English proficiency</p> <p><u>Advisory Committee:</u> Learning Results Steering Committee (LRSC)</p> <p><u>Proposed:</u> All limited English proficient students will participate in the assessment system, with accommodations if necessary. A sheltered English version of the MEA is available if needed. The non-English proficient students, approximately one percent of LEP students, will require an alternate assessment in lieu of the Maine Education Assessment administered to children in grades 4, 8, and 11 annually. That alternate assessment, called the Personalized Alternate Assessment Portfolio (PAAP), is aligned with our content standards for reading, language arts, and mathematics, as well as social studies, science, and technology. Opportunities for LEP students to access accommodations are also used to minimize the use of a PAAP. In addition, Maine is the second state in the nation to provide a sheltered English (simplified English) version of the mathematics portion of the state test that is at the appropriate grade level and was administered in March 2003 for LEP students only.</p> |   |   |
| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
| 5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?   | State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.<br><br>Definition of subgroup will result in data that are statistically reliable.  | State does not define the required number of students in a subgroup for reporting and accountability purposes.<br><br>Definition is not applied consistently across the State.<br><br>Definition does not result in data that are statistically reliable. |

## STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

### 5.5 Group/Subgroup Size with Statistically Sound Rationale

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Proposed: Schools in Maine are much smaller than is typical nationally. The proposed determination of subgroup size would allow for review of any school, no matter how small, as required by Maine law. For AYP,  $n$  size will be 20. For purposes of determining 95% participation, 41 is the minimum group size. For purposes of AYP, two years of data will be combined and the percentage of students meeting or exceeding the standards computed. If the sum of students tested in a grade over the two years is less than 20, three years of data will be combined. In the unusual circumstance that the grade aggregation for three years does not reach 20, the Commissioner will review the school's Comprehensive Education Plan and school data that could be used to extrapolate the school's achievement status. Because of the high stakes involved in AYP determination, confidence intervals at the 95% level will be used. Maine has many small schools and yearly variability in students can contribute to variability in scores. Using confidence intervals addresses this variability. If a school's score plus the confidence interval is below the AYP target, we can be confident that they are not meeting AYP. The formula used to compute the confidence interval is:

$$\pi_L = \frac{n}{n + 3.84} \left[ P + \frac{1.92}{n} - 1.96 \sqrt{\frac{P(1-P)}{n} + \frac{.96}{n^2}} \right]$$

$$\pi_U = \frac{n}{n + 3.84} \left[ P + \frac{1.92}{n} + 1.96 \sqrt{\frac{P(1-P)}{n} + \frac{.96}{n^2}} \right]$$

where  $\pi_L$  and  $\pi_U$  are the lower and upper limits, respectively.

**Safe Harbor:** If a school does not meet AYP targets, the Safe Harbor test will be made. This will allow the school to make AYP if it has reduced by 10% the number of students that did not meet or exceed the standards, from the previous year's assessment and provided the school or subgroup has also made progress on the other indicator. The other, or third indicator will be more fully delineated in the July 1 Amendment. The difference is then computed.



| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS                               | EXAMPLES OF NOT MEETING REQUIREMENTS                    |
|---|---|---|
| 5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?   | Definition does not reveal personally identifiable information. | Definition reveals personally identifiable information. |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>   |   |   |
| <p>5.6 Protecting student privacy</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Technical Advisory Committee (TAC)</p> <p><u>Proposed:</u> Privacy of students will be protected by the following:</p> <ul style="list-style-type: none"> <li>A. The performance of any school or of any subgroup of a public school with fewer than ten students at the grade being assessed will not be reported in a school profile.</li> <li>B. If the reporting of the performance of one subgroup results in information being provided about a different subgroup with fewer than 10 students, performance of the large subgroup will not be reported. For example, if a school with 50 8<sup>th</sup> grade students is below the performance threshold for the school but above the threshold for the 47 Caucasian students, the performance of Caucasian students cannot be reported since it reveals the low performance of 3 students who are not Caucasian.</li> </ul> <p>If a group or subgroup is so small that reporting the percentage of those students achieving or not achieving proficiency could disclose student identity, that information will be presented in a manner that does not disclose identity. For example, if the achievement is 100%, the school will be reported as achieving at greater than 95%. If the school's achievement is 0%, the school will be reported as achieving at less than 5%.</p> |   |   |

**PRINCIPLE 6. STATE DEFINITION OF AYP IS BASED PRIMARILY ON THE STATE'S ACADEMIC ASSESSMENTS.**

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|---|---|---|
| 6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?  | Formula for AYP shows that decisions are based primarily on assessments.<br>Plan clearly identifies which assessments are included in accountability. | Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments. |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>   |   |   |
| <p>6.1 Academic assessments as the basis for AYP</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy and Technical Advisory Committees (PAC &amp; TAC)</p> <p><u>Proposed:</u> <b>By July 1, 2003, Maine will determine whether or not it will use the Local Assessment System results to meet NCLB grades 3, 5, 6, and 7 accountability or provide an alternative in the form of a yearly test similar to the MEA.</b> Maine is committed to the premise that multiple measures provide a more accurate picture of student learning than a single test. Over the years the MEA has evolved into a test that emphasizes performance over selecting the correct response from a list of choices, and emphasizes reflection and analysis over a recital of facts. This emphasis is weighed against factors such as the amount of time the test takes away from learning time, and the limitations of testing</p> |   |   |

children at the same point in time statewide rather than as they learn a concept. In short, while the MEA provides information that can readily be compared across school administrative units, it also provides a simplistic picture of the totality of student understanding and school performance. Low MEA results may obscure the success that a student demonstrates on a research project and presentation; while high MEA results may obscure a student's inability to perform in a way that is much more relevant to future challenges. The MEA is an essential part of Maine's assessment system – but neither the MEA nor any other state test can ever be sufficient to measure all of the system of *Learning Results*. By law, the MEA cannot be the sole determinant of promotion or graduation, or the basis for a teacher's evaluation.

- A. Because of Maine's commitment to multiple measures for each student, the Commissioner, during the current biennium, is providing assistance to school administrative units in developing local assessment systems that will measure each content standard in the four grade spans for five of the content areas: English Language Arts, Mathematics, Science & Technology, Social Studies, and Health & Physical Education. The technical aspects of assessments and assessment systems are being refined through a Cooperative Agreement between the Department of Education and the University of Maine with technical consultation from the National Center for Improvement of Education Assessment. The assessments that make up local assessment systems are being developed through a contract with the Maine Mathematics and Science Alliance.
- B. By the end of the 2003-2004 school year, each school board must adopt a combination of assessments as a "Comprehensive Local Assessment System," which will include consideration of MEA results. Each assessment adopted by a school board, and the board's assessment system as a whole, must meet high technical standards in accordance with Me. Dept. of Ed. Reg. 127. This comprehensive assessment system will provide students, parents, school board members, citizens and the Department of Education with accurate information about student learning throughout the pre-kindergarten through grade 12 educational system. In addition, high school diploma decisions must be based on students demonstrating that they meet the content standards. The standards-based diploma will be phased in over a five-year timeframe: English Language Arts and Mathematics for the Class of 2007; adding Science & Technology, Social Studies, and Health & Physical Education for the Class of 2008; and adding Visual & Performing Arts, Career Preparation, and Modern & Classical Languages for the Class of 2011 contingent upon funding.
- C. Comprehensive assessment systems such as are required in Maine depend on the availability of a wide array of technically sound assessments, with instructions for administration, scoring and interpretation on results. To assist school administrative units with this, the Department has a contract with the Maine Mathematics and Science Alliance to develop assessments in five content areas. By the middle of the 2003-2004 school year, the Department will make available a database of assessments from which school administrative units can choose in establishing a local assessment system. Each assessment will meet all of the technical requirements of Maine law and *NCLBA*, and will include a full technical manual for administration, scoring, and interpretation of results.
- D. Assessments developed during the summer of 2002 are undergoing technical review, including piloting, field-testing, standard-setting, and development of full technical manuals including examples of student work for scoring purposes so results can be interpreted in a comparable way no matter where the assessment is administered. The Department's Assessment Website is being used throughout this process to inform local educators, to receive feedback on assessment development, piloting and field-testing, and to provide for a running list of assessment questions and answers.
- E. The assessments to be developed include tests with a format similar to the MEA, as well as assessments such as written projects, performances, and portfolios, to name a few. They include assessments that measure multiple content standards within a single content area as well as assessments that provide results for more than one content area. For example, a research project could provide assessment results in Social Studies, Mathematics, and English Language Arts. Each

assessment released by the Department for use by a local school administrative unit will meet technical standards required by Me. Dept. of Ed. Reg. 127 and by NCLBA.

- F. Any assessment and assessment system that is used by a school administrative unit or by the Maine Department of Education to make judgments about student performance will be specified in the local assessment system of the school administrative unit, including documentation that the assessment meets all of the technical requirements detailed in item 7.3. The Maine Commissioner of Education is prepared to certify to the Secretary of Education that any assessment that is used to provide evidence of student or school performance as required by *NCLBA* meets all required state and federal technical standards. This is the core premise of Maine's entire system of standards, assessment, and accountability, as has been acknowledged by the Secretary.

**PRINCIPLE 7. STATE DEFINITION OF AYP INCLUDES GRADUATION RATES FOR PUBLIC HIGH SCHOOLS AND AN ADDITIONAL INDICATOR SELECTED BY THE STATE FOR PUBLIC MIDDLE AND PUBLIC ELEMENTARY SCHOOLS (SUCH AS ATTENDANCE RATES).**

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|--|--|--|
| 7.1 What is the State definition for the public high school graduation rate? | <p>State definition of graduation rate:</p> <ul style="list-style-type: none"> <li>• Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or,</li> <li>• Uses another more accurate definition that has been approved by the Secretary; and</li> <li>• Must avoid counting a dropout as a transfer.</li> </ul> <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p> | State definition of public high school graduation rate does not meet these criteria. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

7.1 Definition of high school graduation rate

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The proposed definition of high school completion is to compare the number of students that entered ninth grade with the number that receive a high school diploma in accordance with Me. Dept. of Ed. Reg. 127 by the end of the fifth year after entering ninth grade. Chapter 127, Section 7.B.4 states that "Secondary students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. ...Extended study for students with disabilities shall be specified in the student's IEP." Maine's system of *Learning Results* requires high levels of performance for issuance of a diploma. It is anticipated that some students will require five years to complete high school. Extending the timeframe for consideration of dropouts allows this federal accountability criterion to align with Maine's established accountability system. Chapter 127 Section 7.02.B states: "The intent of the system of Learning Results is to provide the time that students need in order to meet the content standards. This may involve more or less than the typical four years of secondary school." Students who receive a GED or Adult Education Diploma are not counted as having received a high school diploma under this category.

The process that is used to determine graduation rate is to divide the number of students graduating in a given class by the number of graduates plus the number of dropouts from the 9<sup>th</sup> plus the 10<sup>th</sup>, plus the 11<sup>th</sup>, plus the 12<sup>th</sup> grade years for that class. Each of these four dropout counts include students who dropped out during the school year, as well as students who dropped out during summer vacation.

The method used in this profile is the methodology recommended by a task force or representatives from the U.S Department of Education and several State Departments of Education. This information is published on the Maine Department of Education website at:

<http://www.state.me.us/education/profiles/datadesc/htm>

- A. For students who move within the state, the school they attended for the majority of time for that academic year will become the accountable school.
- B. Pursuant to Chapter 127, Section 7.B.4 which states that “Secondary students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. ...Extended study for students with disabilities shall be specified in the student’s IEP.” Students who qualify for this category will be counted as newly enrolled seniors for their fifth year and will not be counted as dropouts for their fourth year of enrollment, provided this has been included in the students’ Personal Learning Plans and they have been recommended by the school’s principal as qualifying for a fifth year.
- C. The following excerpt from Chapter 127 delineates Maine’s diploma and graduation requirements:  
Section 7. SECONDARY SCHOOL COURSE OF STUDY AND DIPLOMA REQUIREMENTS

#### 7.01 Secondary School Standards and Expectations for Learning

##### A. Curriculum Aligned with the Content Standards of the System of Learning Results

- 1). Each school board operating a secondary school shall adopt a curriculum aligned with the content standards of the system of Learning Results. Each school administrative unit shall determine the instructional methods and educational materials needed to give each student the opportunity to meet the content standards of the system of Learning Results. This may include an extended school day or school year for students who need more than the minimum time established in Me. Dept of Ed. Reg. 125 to meet the content standards of the system of Learning Results.
- 2). The required content areas for each secondary school shall include five content areas of the system of Learning Results as follows: English Language Arts, Health and Physical Education, Mathematics, Science and Technology, and Social Studies.
- 3). The Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125 by the school administrative unit shall address the implementation of Career Preparation, Modern and Classical Languages, and Visual and Performing Arts. Effective September 2006 the local curriculum shall include these content areas for all students, contingent upon funding of Essential Programs and Services or its equivalent.
- 4). Each content area of the system of Learning Results is defined by standards and performance indicators in Me. Dept. of Ed. Reg. 131.

NOTE: Until such time as the content list for Health Education is included in Me. Dept. of Ed. Reg. 131, health education shall continue to include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention, and substance use and abuse, including the effects of tobacco, alcohol, and other drugs.

B. Secondary School Course of Study

Each school board that operates a secondary school shall adopt at least one course of study to be provided in the secondary school(s) under its direction and supervision.

- 1). The course of study for each secondary school student shall include five content areas of the system of Learning Results as follows: English Language Arts, Health and Physical Education, Mathematics, Science and Technology, and Social Studies. Instruction in these content areas may be through discrete courses, through integrated study involving two or more content areas, or through any other organization of curriculum or instruction that provides access to these content areas for all students. A secondary school student shall study a content area until the content standards in that content area are met.
- 2). Phase-In Course of Study
  - (a) Prior to the 2006-2007 school year, each secondary school shall provide at least a two-year sequence in one foreign language as part of the secondary program. Schools are encouraged to offer two or more foreign languages as part of the secondary program. Where a secondary school does not offer courses in two foreign languages, students may attend another secondary school approved for tuition purposes to take the desired course.
  - (b) Effective with the Class of 2007 the school board shall determine the extent to which the standards of Visual and Performing Arts are met by the previous requirement for one credit in Fine Arts, and will require no less than this; and
  - (c) Career Preparation, Modern and Classical Languages, and all standards of Visual and Performing Arts not previously met under the preceding subsection will become a diploma requirement for all students effective with the Class of 2010, contingent upon funding of Essential Programs and Services or its equivalent.
- 3). Applied Technology Education

Each school unit shall make available applied technology instruction in

accordance with Me. Dept. of Ed. Reg. 231, 232, and 236. Curricula of applied technology programs shall be aligned with the content standards of the system of Learning Results. Students may meet the content standards of the system of Learning Results as part of an applied technology program, either through separate or integrated study of the content areas as described in 6.01(B)(1) above.

Assessment of student performance of an applied technology curriculum, as recommended by the applied technology program, shall be a component of the local assessment system adopted by the sending school board. The sending school board shall consider results of assessments of applied technology programs as part of the basis for awarding a diploma for participating students.

4). Extended Study

Secondary school students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or similar resources suitable to young adult learners. Extended study for students with disabilities shall be specified in the student's I.E.P. The cost of extended study shall be part of the school unit's secondary school budget.

- C. For school units that do not operate a secondary school, this section should be considered by the school board, referred to here as the sending school board, when decisions are made about the education of secondary school students. The cost of secondary education for a student, including the cost of external courses, is covered by the secondary school tuition paid by the sending school board. Additional costs due to a student's Individual Education Plan or 504 plan are also the responsibility of the sending school board.

7.02 Conditions for Awarding Diplomas

Diploma requirements shall be published and distributed to students entering the ninth grade.

A. Awarding of Diplomas

1). Phase-In Diploma Requirements

Prior to the start of the 2006-2007 school year, diplomas shall be awarded to students who meet the minimum requirements as established in this subsection. School Boards shall adopt policies that phase in the new requirements. "Credit" means an award for completion of a course of instruction plus assigned homework for an entire school year. A total of at least 16 credits shall be required for the awarding of a diploma. Credit may be awarded to students enrolled in grades 9-12, except that schools may award credits to adults, under policies adopted by the school board

that measure whether the students have acquired the equivalent learning experiences. Credit for equivalent instruction in non-approved schools or through home instruction may be awarded based on the receiving school's assessment of the value of that educational experience. The following credits and skills shall be required:

- (a) English/Language Arts - Four credits in English shall be required in a comprehensive program which includes reading comprehension, literature, written, listening and oral communication skills, the structure and uses of the English language, and research and reporting skills.
- (b) Fine Arts - A credit in fine arts shall be required which may include arts, music, forensics, or drama. Fine arts may be provided through separate or integrated study and may include an awareness, appreciation, or performance of the art form.
- (c) Health and Physical Education - One-half credit in health education shall be required. Health education shall include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention which may include cardiopulmonary resuscitation (CPR), and substance use and abuse, including the effects of alcohol, drinks, stimulants, and narcotics upon the human system. One credit in physical education shall be required. Physical education instruction shall be designed to promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills. This requirement may include, but not be limited to physical fitness, fundamental motor skills and patterns, adaptive physical education, individual and group sports. Physical education may include special physical education, movement education and motor development.
- (d) Mathematics – Two credits in mathematics shall be required. It is highly recommended that all students have exposure to basic algebraic concepts and skills.
- (e) Science and Technology - Two credits in science instruction shall be required including one credit of laboratory study. Each student shall be required to demonstrate proficiency in the use of computers, in accordance with computer proficiency and performance standards established by the school unit and approved by the Commissioner. Proficiency shall mean experiences with computers that include loading, operating, and applying fundamental skills. This may include word processing, keyboarding, developing a database, accessing data, and using software. This requirement may be satisfied in grade 7 or 8.

- (f) Social Studies - One credit in social studies shall be required, which may include instruction in economics, geography, political science, history, government, sociology, anthropology, and psychology. One credit in American history and government shall be required in a comprehensive course that includes instruction in the importance of voting, the privileges and responsibilities of citizenship, the Constitution of the United States and the Declaration of Independence.

2) Initial Standards-Based Diploma

Beginning with the 2006-2007 school year, diplomas may be awarded only to students who have met the content standards of the system of Learning Results as determined by the local assessment system adopted by the school board for the following content areas: English Language Arts, Health and Physical Education, Mathematics, Science and Technology, and Social Studies. The school board may specify additional diploma requirements, including minimum attendance requirements and/or accumulation of credits or courses. However, this accumulation shall not, in and of itself, be sufficient evidence that a student has met the standards in a content area.

3) Full Implementation

Beginning with the 2009-2010 school year, diplomas may be awarded only to students who have successfully met the content standards of all content areas of the system of Learning Results as determined by the local assessment system, and additional diploma requirements as specified in local school board policy.

- 4) Notwithstanding section 7.02.A.3), students who successfully meet the content standards of the Learning Results, as specified in the goals and objectives of their Individualized Education Plans, will be awarded diplomas.

5) Transfer Students

For students who transfer into a secondary school from another state or an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards through the local assessment system.

B. Early Awarding of Diplomas

The intent of the system of Learning Results is to provide the time that students need in order to meet the content standards. This may involve more or less than the typical four years of secondary school. Nothing in these rules shall prevent the



local school board from awarding of a diploma to a student who has completed all state and local diploma requirements in fewer than four years of study.

C. Delayed Awarding of Diplomas

- 1) A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may receive a diploma from the school the student last attended, although the student does not meet all diploma requirements in this rule. Such decisions shall be at the discretion of the superintendent of the school unit, in accordance with the policies of the school board.
- 2) A veteran of World War II or the Korean Conflict who left secondary school to serve in the armed forces and who received an honorable discharge, may be granted a diploma at the discretion of the local school board, as specified in policy and subject to requirements in statute.

- D. The school board may provide students who leave school without meeting the standards of the system of Learning Results with a certificate that is not a diploma. This certificate may acknowledge participation in an educational program for a specified number of years as well as include a record of achievements as deemed appropriate by the school board.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|---|--|---|
| 7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP? | State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.<br><br>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP. | State has not defined an additional academic indicator for elementary and middle schools. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

7.2 Additional Performance Indicator for Elementary Schools and for Middle Schools

Advisory Committee: Learning Results Steering Committee (LRSC)

Proposed: The additional academic indicator for grade 4 and 8 will be average daily attendance. Our goal is to achieve to 96% average daily attendance for all schools and subgroups at all grade levels. By July 1, 2002, we will set the yearly target intervals. Maine has collected data on average daily attendance for a number of years from all schools and there has shown to be a correlation between attendance and achievement. We will formalize the study of this correlation by using the new MEDMS data collection capacity.

| CRITICAL ELEMENT             | EXAMPLES FOR MEETING REQUIREMENTS              | EXAMPLES OF NOT MEETING REQUIREMENTS |
|------------------------------|--|--------------------------------------|
| 7.3 Are the State's academic | State has defined academic indicators that are | State has an academic                |

|                                |  |  |
|--------------------------------|--|--|
| indicators valid and reliable? | valid and reliable.<br>State has defined academic indicators that are consistent with nationally recognized standards, if any. | indicator that is not valid and reliable.<br>State has an academic indicator that is not consistent with nationally recognized standards.<br>State has an academic indicator that is not consistent within grade levels. |
|--------------------------------|--|--|

#### STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

##### 7.3 Technical Standards for assessments and assessment systems

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Proposed: Maine statute and rule require that each school administrative unit adopt a comprehensive system of assessments, with the MEA as one element in the system, to measure student performance in each content area in each grade span. For each content area, there must be more than one assessment that measures each content standard. The types of assessments must vary so that there is evidence of student performance on more than just on-demand written tests. There must be the opportunity to be assessed at different times during the school year and to extend the normal student day or year if necessary for an individual student's learning needs.

Maine's technical standards for assessments and comprehensive assessment systems are specified in Me. Dept. of Ed. Reg. 127, which was adopted by the Legislature and signed into law by the Governor in May 2002. These standards meet the federal assessment requirements specified in *NCLBA*. The National Center is guiding Maine in the application of these technical standards. The principals in this firm have served as consultants with more than a dozen states as they develop assessment systems. They will direct technical development work in the areas of comparability, sufficiency, replacement, and aggregation, will review technical aspects of the Department's assessment development work, and will determine whether additional tests for validity and reliability are needed. The work on technical standards for assessments and comprehensive assessment systems will be complete by the end of the 2003-2004 school year. The technical standards for assessments and assessment systems in Me. Dept. of Ed. Reg. 127 are as follows:

Section 4.02.C. The Local Assessment System adopted by the school board of an administrative unit shall meet the following standards:

- A. Each assessment in the Local Assessment System shall meet the standards specified in part D. of this section.
- B. There shall be multiple measures of student performance for each content area and for each grade span, sufficient to provide the results specified below, with criteria for selecting the type and range of measures, and for aligning the multiple measures with the content standards.
- C. The local assessment system shall include at least the following levels of assessments: classroom, school, school administrative unit, and state. The system may include regional and commercially produced assessments.
- D. The role of the Maine Education Assessment (MEA) in the local assessment system shall be explicitly stated. Neither the MEA nor a commercially produced test may be the only measure of student achievement.
- E. Alternate assessment shall be a component of the Local Assessment System, with clear guidelines for participation in alternate assessment.
- F. The mechanism for managing data produced by the Local Assessment System shall be clearly described and well coordinated.

- G. The Local Assessment System shall be sufficient to determine student progress on the content standards of the system of Learning Results. This does not require assessment of each performance indicator specified in Me. Dept. of Ed. Reg. 131. This shall include an explanation on how results are aggregated up from specific assessments to a content standard and from the individual student to the school unit.
- H. Training and development of school personnel shall be adequate to develop, use, and adapt assessment data.
- I. A communications strategy shall provide for understanding of results by students, parents, and citizens, in addition to educators.

#### Section 4.02.D. Standards for Assessments

To meet technical standards, those assessments that are a part of a school administrative unit's Local Assessment System shall satisfy the following:

- A. The content standard(s), performance indicator(s), and grade span addressed in each assessment are accurately specified. For school administrative units that have developed local indicators to measure student performance on the content standards specified in Me. Dept. of Ed. Reg. 131, the administrative unit shall identify which of the state's performance indicators are addressed by the specified local indicators.
- B. The assessment is developmentally appropriate for the grade span and is part of a continuum for that standard across the grade spans.
- C. The assessment provides all students with fair opportunity to demonstrate knowledge and understanding.
- D. The assessment meets the requirements of validity:
  - 1. The assessment is aligned with the specified performance indicators of the Learning Results content standards;
  - 2. The assessment is fair to all students;
  - 3. The assessment specifies the method used to ensure validity, subject to the approval of the Commissioner;
  - 4. Accommodations are specified that maintain validity of the assessment, with clear guidelines for use of those accommodations; and
  - 5. The assessment meets the requirements of reliability, specifying the method used to ensure reliability, subject to the approval of the Commissioner.
- E. The assessment has established rigorous performance standards and specifies:
  - 1. The method used to establish performance standards, subject to the approval of the Commissioner;
  - 2. Who was involved in setting performance standards;
  - 3. How the percentage of students at each performance level compares to the school unit's MEA performance; and
  - 4. The process for revising performance standards.
- E. Presentation of data from a local assessment system shall permit interpretation to determine school and school administrative unit performance on specified content areas of the system of Learning Results, and to determine statewide performance.
- F. The school board shall annually review and publish school and school administrative unit results on the local assessment system, and, if required based on these results, shall adjust the Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125 Section 4 (included as

Appendix B).

Maine is committed to its Comprehensive Assessment system that contains both the MEA and a Local Assessment system that meets all requirements for validity and reliability. By July 1, 2003, the Commissioner will determine whether or not the MEA, along with MEA-like grades 3, 5, 6, and 7 assessments will be the vehicle for AYP accountability or if the state will expand this with the Local Assessment results in reading, mathematics and eventually science.

## **PRINCIPLE 8. AYP IS BASED ON READING/LANGUAGE ARTS AND MATHEMATICS ACHIEVEMENT OBJECTIVES.**

| <b>CRITICAL ELEMENT</b>  | <b>EXAMPLES FOR MEETING REQUIREMENTS</b>   | <b>EXAMPLES OF NOT MEETING REQUIREMENTS</b>   |
|--|--|---|
| 8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?  | State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.<br><br>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA. | State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics. |
| <b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>  |  |   |
| <p>8.1 Separate indicators for reading and mathematics</p> <p><u>Advisory Committee:</u> Comprehensive Assessment System Policy Advisory Committee (PAC)</p> <p><u>Proposed:</u> Maine's definition of AYP, as detailed in items 3, 4, and 5, provides for separate calculations for reading and mathematics for each school, school subgroup, and statewide subgroup. The definition of priority school is the same for each school, school subgroup, and statewide subgroup. However, the improvement targets vary for 11 of the 12 years addressed by <i>NCLBA</i> since the starting points for each is different. The different indicators considered are included in Appendix B.</p> |  |   |

## **PRINCIPLE 9. STATE ACCOUNTABILITY SYSTEM IS STATISTICALLY VALID AND RELIABLE.**

| <b>CRITICAL ELEMENT</b>   | <b>EXAMPLES FOR MEETING REQUIREMENTS</b>   | <b>EXAMPLES OF NOT MEETING REQUIREMENTS</b>   |
|---|--|---|
| 9.1 How do AYP determinations meet the State's standard for acceptable reliability? | State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.<br><br>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.<br><br>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.<br><br>State updates analysis and reporting of decision consistency at appropriate intervals. | State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.<br><br>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.<br><br>State's evidence regarding accountability reliability (decision consistency) is not updated. |

## STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

### 9.1 Reliability of AYP determinations

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Proposed: By August 2003, TAC will make a recommendation to the Commissioner on the reliability of decisions about student achievement based on local assessment systems. This is distinct from the recommendations TAC will make to the Commissioner on the method for assuring the reliability of AYP determinations. At this time, Maine's system of standards and accountability can find no basis for the premise that successive third grades will perform better, in contrast to individual children improving in performance over 12 years they are in grades 1-12 based on improvements in curriculum, instructional practice, quality of assessments, and use of assessment results. The MEA fully meets an acceptable level of reliability and validity. If the state chooses to adopt grades 3, 5, 6, and 7 MEA-like assessments, those will meet the same standards for validity and reliability as the MEA already does.

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|--|---|--|
| 9.2 What is the State's process for making valid AYP determinations? | State has established a process for public schools and LEAs to appeal an accountability decision. | State does not have a system for handling appeals of accountability decisions. |

## STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

### 9.1 Validity of AYP determinations

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: School administrative units wishing to appeal the Commissioner's identification of a school as a Priority School or the Commissioner's determination that a school or subgroup did not make Adequate Yearly Progress, may do so by responding to the written notification in writing using a process that will be finalized by August 2003.

| CRITICAL ELEMENT   | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS  |
|--|---|---|
| 9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments? | <p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p> | <p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p> |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS****9.3 Changes in assessments**

Advisory Committee: Comprehensive Assessment System Technical Advisory Committee (TAC)

Proposed: Two types of changes are anticipated and will be addressed by the technical guidelines that are currently being finalized. First, there will be guidelines for replacing an assessment in the school administrative unit's Local Assessment system. Second, there will be guidelines for replacement of assessments with a different assessment of the same assessment type so a student can replace low performance with higher performance.

Although the criteria for Priority Schools have been different each of the years that schools have been identified, for the purpose of determining which federal sanctions apply, schools that have been identified for three years will be considered to be at the same level of sanctions as if the definition had been the same for each of these years.

**PRINCIPLE 10. IN ORDER FOR A PUBLIC SCHOOL OR LEA TO MAKE AYP, THE STATE ENSURES THAT IT ASSESSED AT LEAST 95% OF THE STUDENTS ENROLLED IN EACH SUBGROUP.**

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS   | EXAMPLES OF NOT MEETING REQUIREMENTS   |
|---|---|--|
| 10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations? | State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).<br>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).<br>Public schools and LEAs are held accountable for reaching the 95% assessed goal. | The state does not have a procedure for determining the rate of students participating in statewide assessments.<br>Public schools and LEAs are not held accountable for testing at least 95% of their students. |

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS****10.1 95% Participation in Assessment System**

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: Three factors are central to this point. First, 95% participation in the MEA and in local assessment systems is one of the indicators that will be used in identification of Priority Schools for each school, for each school subgroup, and for each statewide subgroup. Second, it is critically important to have a reliable data system, as detailed in item 2.3, to track students and performance before assessment participation rates can be considered. The timing of the MEA has been changed to one March administration for reading, mathematics, and science/technology. The numerator for determining participation rate will be the number of students taking the test; the denominator will be the number of students enrolled on that day.

| CRITICAL ELEMENT  | EXAMPLES FOR MEETING REQUIREMENTS  | EXAMPLES OF NOT MEETING REQUIREMENTS                           |
|---|--|--|
| <b>10.2</b> What is the State's policy for determining when the 95% assessed requirement should be applied? | State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules. | State does not have a procedure for making this determination. |

## STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

### 10.2 Application of 95% participation indicator

Advisory Committee: Comprehensive Assessment System Policy Advisory Committee (PAC)

Proposed: As stated in item 10.1, 95% participation in reading and in mathematics for grades 4, 8, and 11 provides six of the 15 indicators that determine whether a school is a Priority School. While Maine's participation rates have been high and are increasing, it is anticipated that subgroup analysis may provide a focus for improvement efforts for some schools. In AYP decisions, in order for a school or school subgroup to meet an AYP target, at least 95% of enrolled students must participate in the assessment. This indicator is particularly important since the usual short-term impact of raising standards is a decrease in the participation rate. There cannot be comparability of assessment system results across school administrative units unless each school and school subgroup has a high participation rate.

## Appendix A. Advisory Committees

1. The Commissioner established the Learning Results Steering Committee (LRSC) to coordinate all aspects of the implementation of the system of *Learning Results*. This group is co-chaired by a school superintendent and the Deputy Commissioner of Education, and its members represent all Committees that address a specific aspect of *Learning Results* implementation as well as the constituencies that are impacted by the implementation of the *No Child Left Behind Act*. The Steering Committee serves as the advisory committee for the School Assistance Pilot Project and for the Integrated Data Management Project, and as the committee of practitioners for the *No Child Left Behind Act*.
2. The Commissioner established the Comprehensive Assessment System Technical Advisory Committee (TAC) as a standing committee to advise him on technical matters relating to the Maine Education Assessment and to the development of local assessment systems. TAC published "Measured Measures" as a technical guide for school systems in developing assessments. The value of this publication is recognized nation-wide. TAC now includes some of the nation's leading assessment specialists, Maine assessment specialists from the university system, and Maine K-12 educators.
3. The Commissioner established the Comprehensive Assessment System Policy Advisory Committee (PAC) ) as a standing committee to advise him on policy matters relating to the Maine Education Assessment and to the development of local assessment systems. In the fall of 1999 the PAC reviewed the information prepared by the Department in consultation with TAC and recommended the scores on the Maine Education Assessment that would separate the performance levels in the six content areas assessed. PAC has been instrumental in identifying the standards for local assessments and assessment systems, and in identifying resources needed to develop local assessment systems. PAC is chaired by a school superintendent and includes teachers, administrators, and business leaders, as well as the Department's assessment specialists.

## Appendix B. Me. Dept. of Ed. Reg. 125 §4

### Section 4. COMPREHENSIVE EDUCATION PLAN

#### 4.01 Purpose

The purpose of a Comprehensive Education Plan is to ensure that each student enrolled in a school, as defined in Section 2.22 of this rule, meets the content standards of the system of Learning Results. The system of Learning Results does not identify resources, methods of instruction, curriculum, or assessments. It is the responsibility of each school administrative unit to determine the specifics of implementation of the system of Learning Results through long-range planning.

Each school administrative unit shall prepare and implement a Comprehensive Education Plan that is aligned with the system of Learning Results, focused on the learning of all students, and oriented to continuous improvement. A unit will not submit its plan to the Commissioner unless requested or in accordance with Sections 13 and 14.

#### 4.02 Development of the Comprehensive Education Plan

Each school administrative unit shall have one Comprehensive Education Plan to guide the schools and the school administrative unit. The superintendent shall be responsible for the continuous improvement process in each school administrative unit. The superintendent shall convene a team including at least one teacher, one administrator, one citizen, one school board member, and, as appropriate, one student, to develop the Comprehensive Education Plan.

- A. The Comprehensive Education Plan shall be based on an assessment of needs conducted at least every five years, as well as ongoing collection and analysis of data related to indicators of student performance and development.
- B. The Comprehensive Education Plan shall reflect current educational research and practices that relate to student achievement of the content standards of the system of Learning Results.
- C. The school administrative unit shall determine the format of the Comprehensive Education Plan. The unit's Comprehensive Education Plan shall address all plans required by the Department to meet state and federal requirements. This may be done by integrating the multiple requirements or by including each required plan as a distinct component of the Comprehensive Education Plan.
- D. The Comprehensive Education Plan shall include attention to the needs of each school within the school administrative unit.
- E. The Comprehensive Education Plan shall address the following:
  - (1) The shared vision of the school administrative unit.
  - (2) The established goals and strategies for improvement in meeting pupil needs, including but not limited to the following:
    - (a) Student services, including, but not limited to, guidance, special education, and remedial programs.
    - (b) A plan for identifying students at-risk of school failure in kindergarten through grade 12 including, but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs.
    - (c) The organization of each school relative to size, grade levels, program offerings, and use of time with a plan to maximize the days in the calendar that students can participate in courses of study, such as applied technology an program, and how the organization of the school contributes to student achievement of the content standards of the system of Learning Results.
    - (d) The school administrative unit's plan for development and review of curriculum aligned with content area standards of the system of Learning Results.
    - (e) The school administrative unit's Local Assessment System, which shall be in compliance with the requirements in Me. Dept. of Ed. Reg. 127 by the end of the 2003-2004 school year.
  - (3) The school administrative unit's personnel plan including the following:
    - (a) Analysis of student population trends and personnel resources compared to the guidelines of Essential Programs and Services.
    - (b) Strategies for recruiting, induction, training, and retention of personnel.
    - (c) The process for staff evaluation and supervision that includes professional support for teachers and administrators.
    - (d) The Training and Development System in alignment with standards established in Section 8.08



of this rule.

- (4) Analysis of the allocation, adequacy, and replacement plan for library-media resources and instructional materials and equipment, as described in Sections 9.01 and 9.03 of this rule.
- (5) The school administrative unit's plan for use of technology for student learning and efficient school administrative unit operations.
- (6) The plan for maintenance and capital improvements of school facilities.
- (7) All policies and plans required by law and rule. The Commissioner will post on the Department's website a list of all required plans and policies and will update such a list annually prior to the start of school.
- (8) A plan, for implementation by the end of the 2006-2007 school year contingent upon funding of Essential Programs and Services or its equivalent, of student learning of the content areas Career Preparation, Foreign Languages, and Visual and Performing Arts.
- (9) Applied technology education and adult and community education programs, where such programs exist.

#### 4.03 Adoption of the Comprehensive Education Plan

A proposed Comprehensive Education Plan shall be on the agenda of at least one meeting of the school board. The school board shall invite participation and discussion of the Plan by parents, citizens, staff, and students. After receiving comments on the proposed Plan, the school board shall review the proposal, make any modifications deemed appropriate, and adopt a final Plan by the end of the 2002-2003 school year.

#### 4.04 Annual Update of the Comprehensive Education Plan

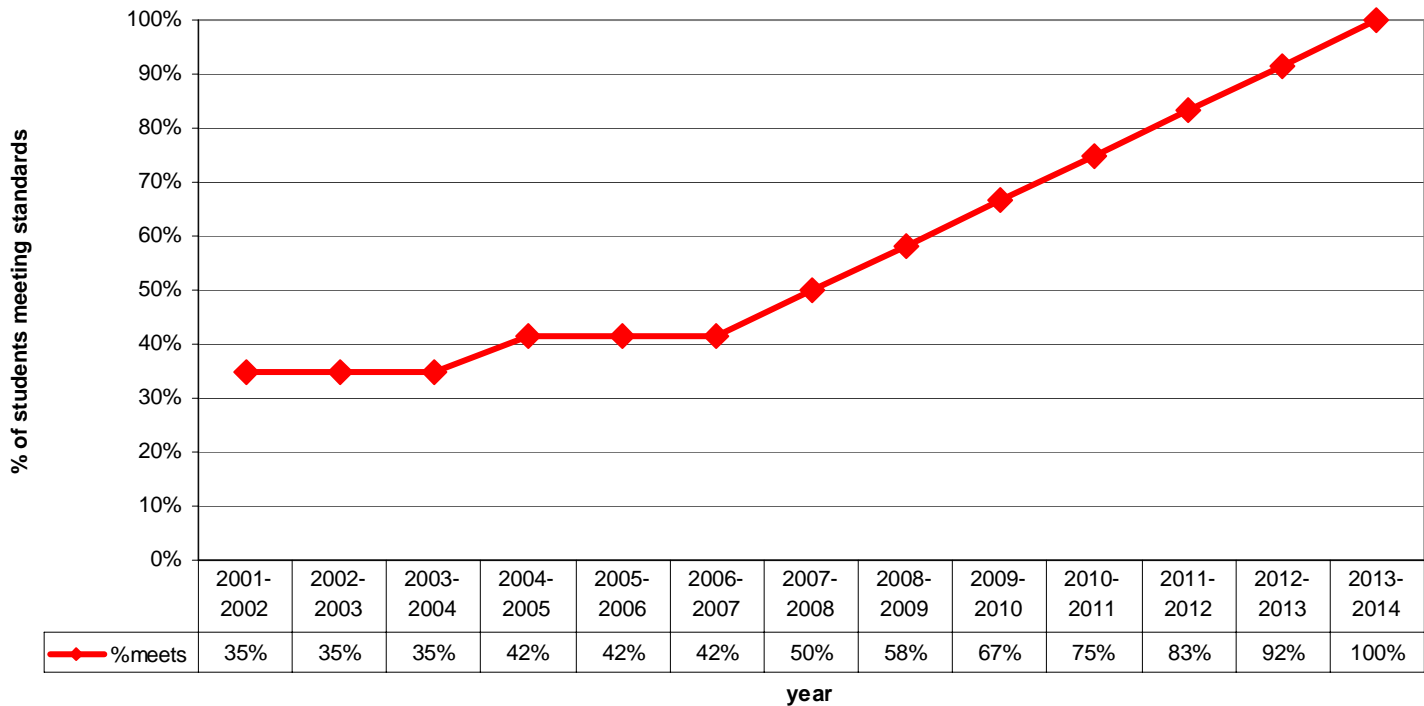
Each school administrative unit shall annually update its Comprehensive Education Plan. Beginning in the 2003-2004 school year, it shall be the responsibility of the superintendent to report annually to the citizenry on the ongoing school improvement process and the updated Plan. Citizen recommendations shall be considered prior to annual school board action on the Plan. The superintendent shall certify progress on the Plan to the Commissioner on an annual basis beginning in the 2003-2004 school year.

#### 4.05 Approval of the Comprehensive Education Plan

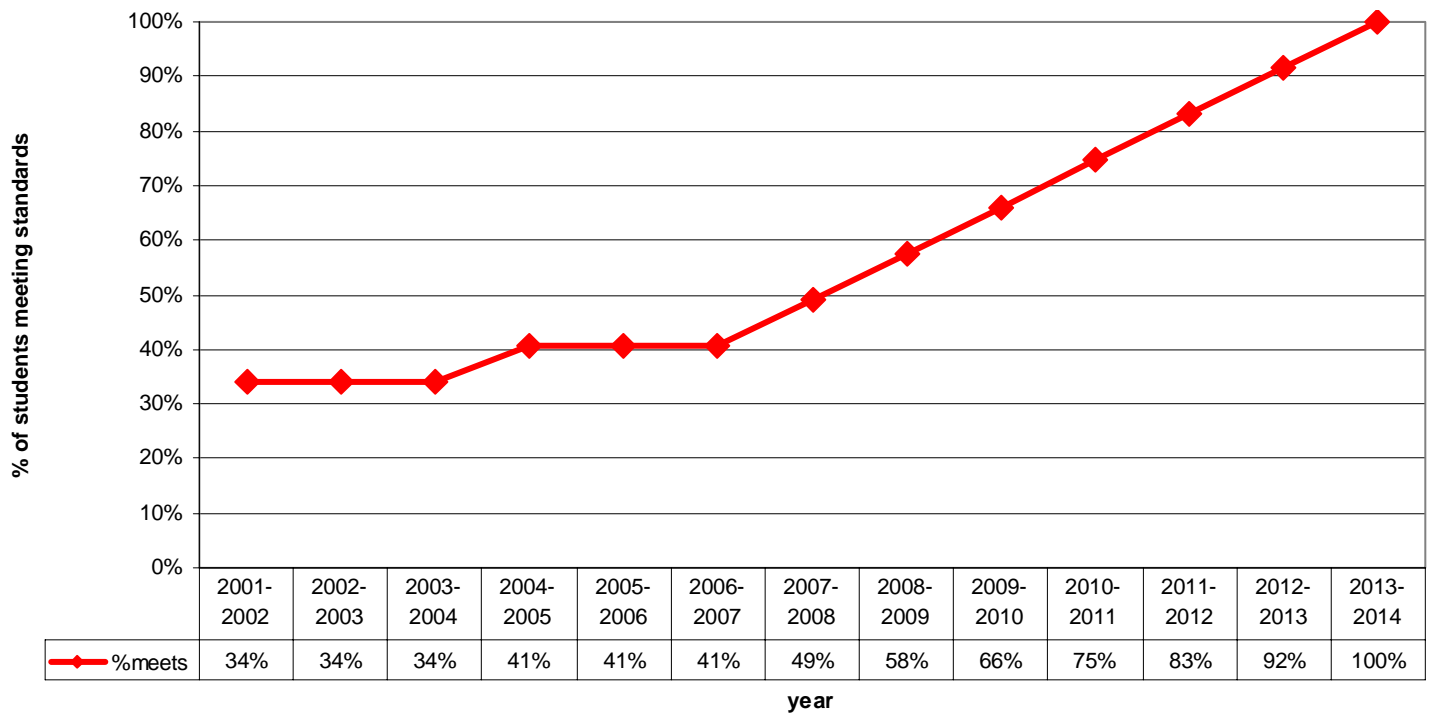
When a school administrative unit is on provisional approval status in accordance with Section 14.02, the Comprehensive Education Plan shall be subject to approval by the Commissioner.

## Appendix C. Sample AYP Trajectory

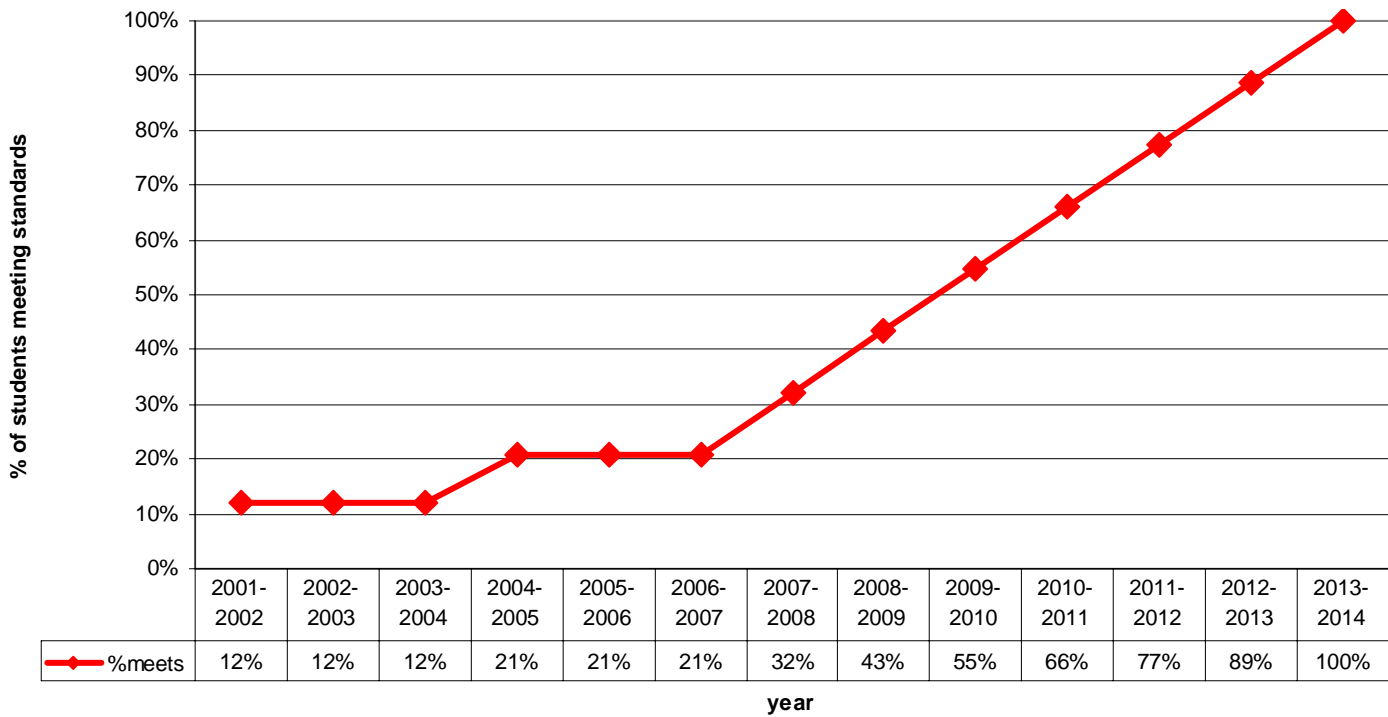
### Grade 8 Reading % Meets Targets for AYP



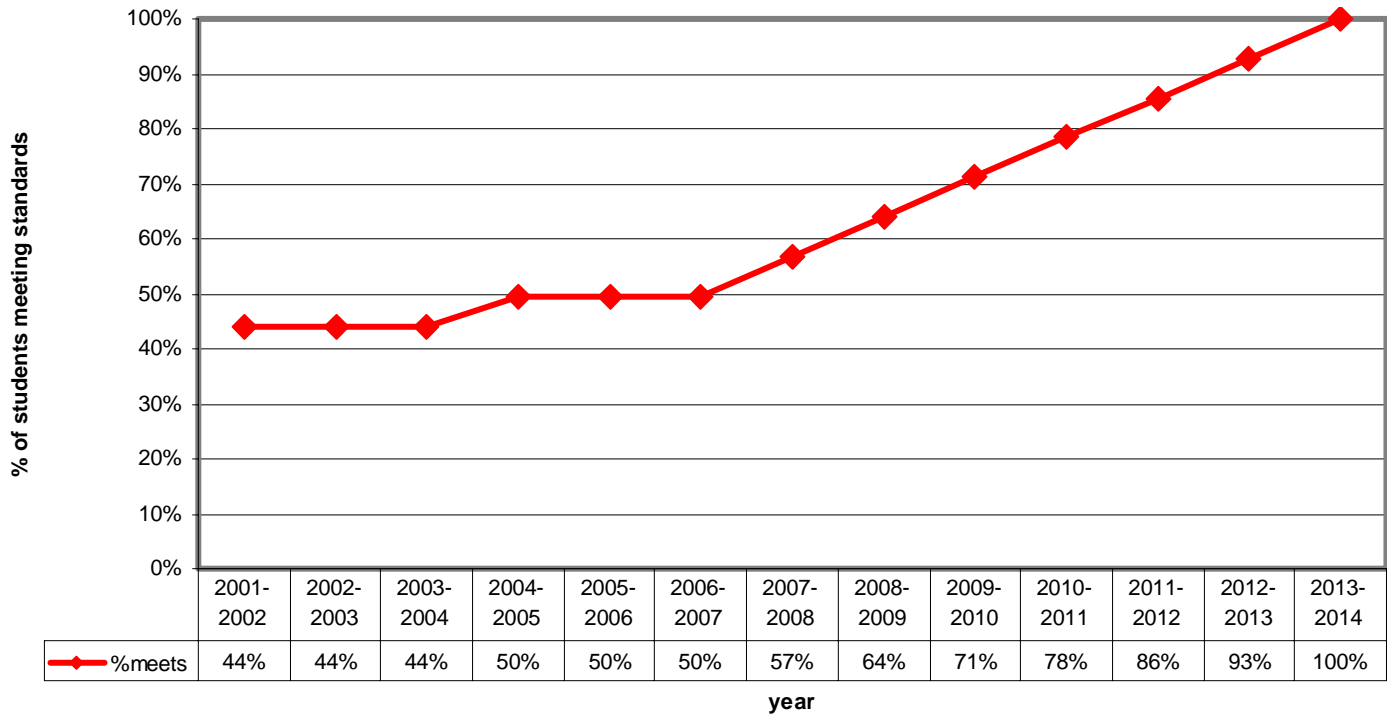
### Grade 4 Reading % Meets Targets for AYP



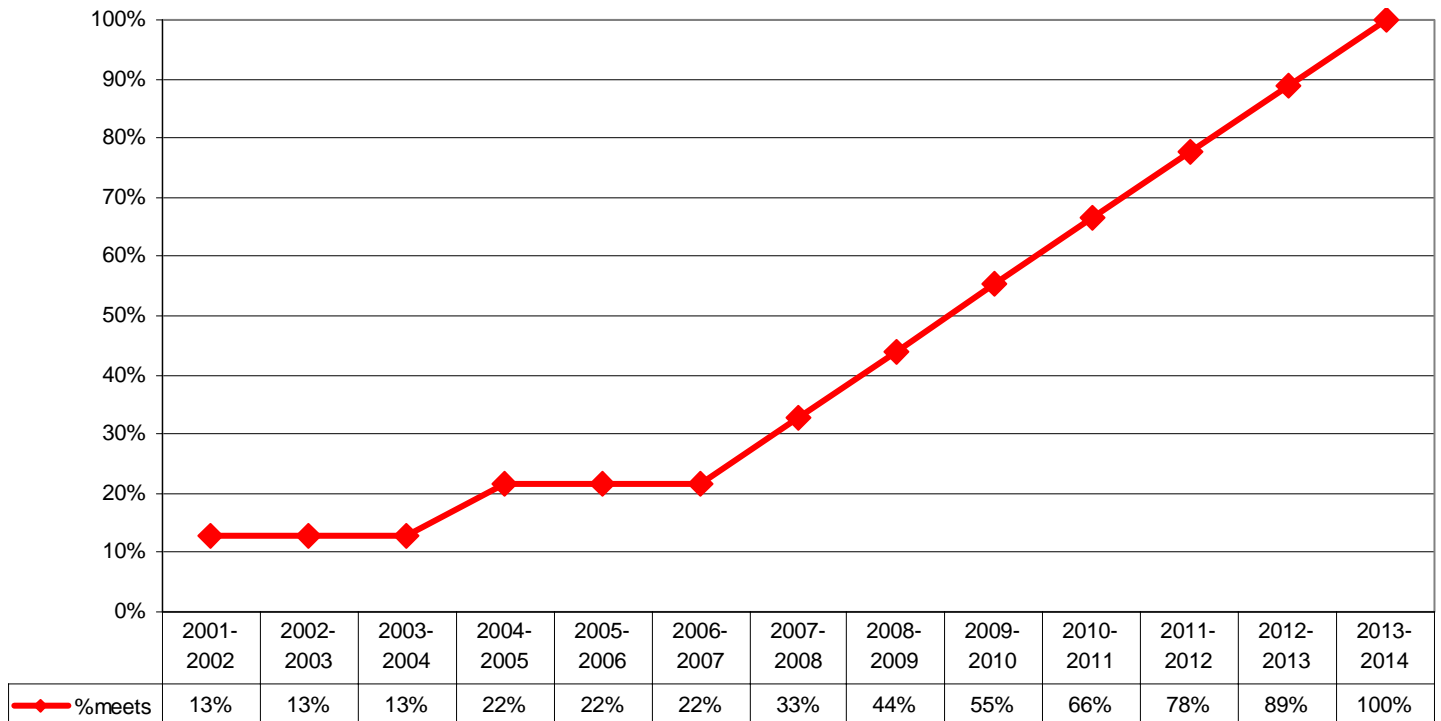
## Grade 4 Math % Meets Targets for AYP



## Grade 11 Reading % Meets Targets for AYP



## Grade 11 Math % Meets Targets for AYP



## Grade 8 Math % Meets Targets for AYP

